

Grade

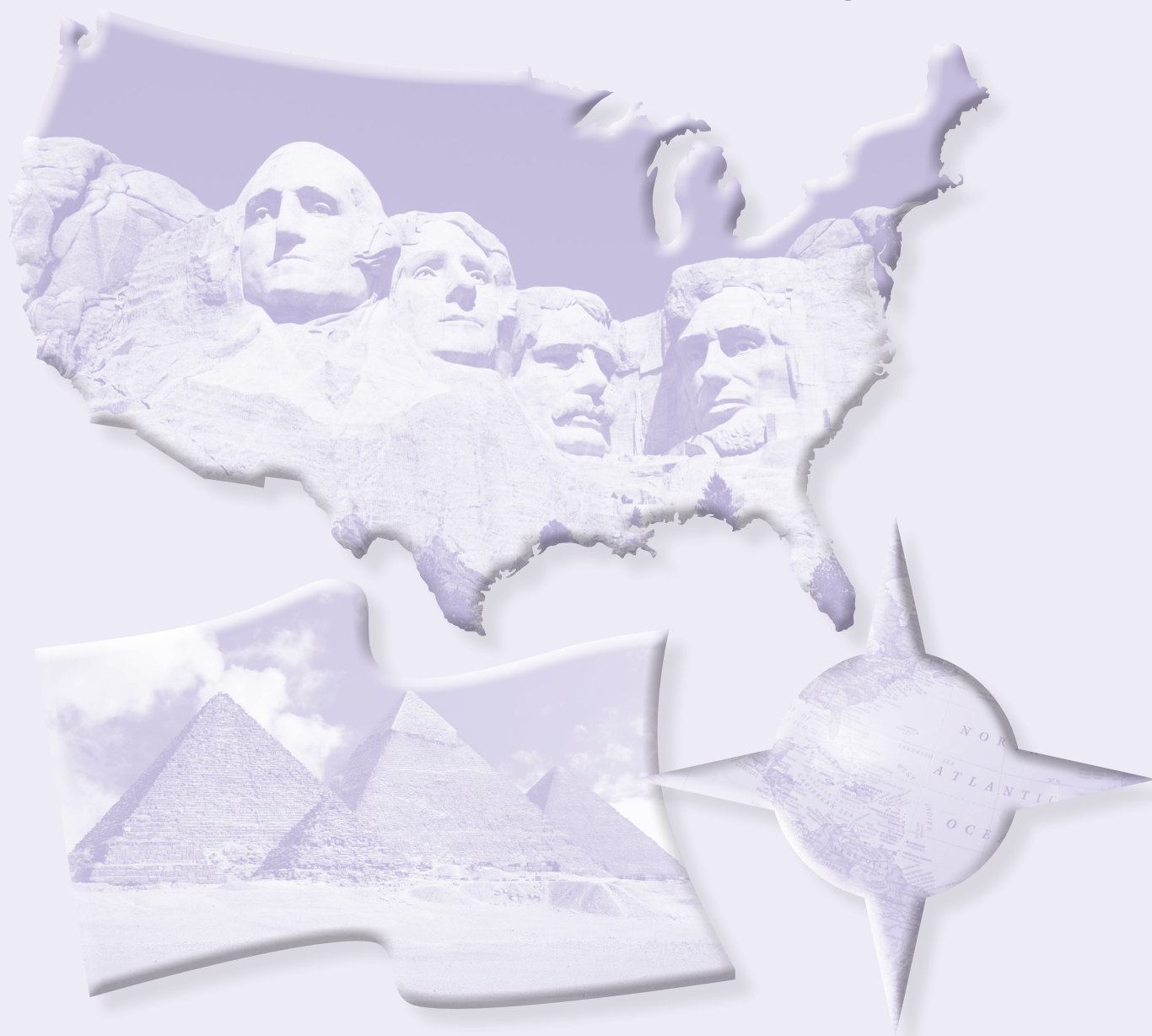
6

meapTM
Michigan Educational Assessment Program

Item Descriptors

6th

9th



SOCIAL STUDIES

FALL 2013

**MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.

Copyright© 2013, by the Michigan Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Michigan Department of Education.

Portions of this work were previously published.

Printed in the United States of America.

Students were instructed to read the directions below silently as the test administrator read them aloud.

PART 1

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions will ask you to read a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 1 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

- A logging
- B trapping
- C growing potatoes and apples
- D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

NOTE: The directions for Part 2 are the same as the above instructions.

- 1 3H3.0.05:** Use text: how Amer. Indians adapted to environment

Given a graphic, identify what American Indians and European settlers had in common.

- A** does not identify what American Indians and European settlers had in common
- B** correct, identifies what American Indians and European settlers had in common
- C** does not identify what American Indians and European settlers had in common
- D** does not identify what American Indians and European settlers had in common

- 2 3H3.0.06:** Describe interactions: Amer. Indians and Europeans

Given a map, identify the significance of American Indian trails in Michigan.

- A** does not identify the significance of the trails
- B** correct, identifies the use of trails to European traders
- C** does not identify the significance of the trails
- D** does not identify the significance of the trails

- 3 3H3.0.09:** Describe how Michigan attained statehood

Identify events leading to Michigan statehood.

- A** event not related to Michigan statehood
- B** event not related to Michigan statehood
- C** event not related to Michigan statehood
- D** correct, identifies events regarding the Toledo Strip

- 4 3H3.0.10:** Create a timeline to sequence early Michigan history

Given a timeline, sequence early Michigan history.

- A** correct, sequences early Michigan history
- B** does not sequence early Michigan history
- C** does not sequence early Michigan history
- D** does not sequence early Michigan history

- 5 4H3.0.03:** How do nat. resources/ industries affect Mi. cities

Explain changes in population of the Upper Peninsula.

- A** does not explain reason for population change
- B** correct, explains reason for population growth in the Upper Peninsula
- C** does not explain reason for population change
- D** does not explain reason for population change

- 6 4H3.0.02:** Use primary/secondary to explain Michigan migration

Given information, explain one effect of the Great Migration in Michigan.

- A** does not explain effect of Great Migration
- B** does not explain effect of Great Migration
- C** correct, explains effect on Michigan cultural diversity
- D** does not explain effect of Great Migration

- 7 3C2.0.01:** Describe how Michigan is a representative government

Identify how the state of Michigan functions as a representative government.

- A** correct, identifies how the state of Michigan is a representative government
- B** does not identify how the state of Michigan is a representative government
- C** does not identify how the state of Michigan is a representative government
- D** does not identify how the state of Michigan is a representative government

- 8 4C1.0.01:** Identify questions political scientists ask about US

Identify an event in the United States that has the greatest effect on other countries.

- A** would effect government on the state level
- B** correct, identifies an event that would effect other countries
- C** would effect government on the state level
- D** would effect government on the local level

- 9 4H3.0.09:** Create timelines of Michigan history after 1930

Given a timeline, sequence an event in Michigan history after 1930.

- A** does not identify event that completes Michigan history timeline
- B** does not identify event that completes Michigan history timeline
- C** correct, identifies event that completes Michigan history timeline
- D** does not identify event that completes Michigan history timeline

- 10 4C2.0.02:** Identify contexts when specific rights are involved

Identify an example of protected speech under the Bill of Rights.

- A** not protected under the Bill of Rights
- B** correct, identifies an example of speech protected under the Bill of Rights
- C** not protected under the Bill of Rights
- D** not protected under the Bill of Rights

- 11 4C3.0.01:** Give examples how Constitution limits fed. powers

Explain how the United States Constitution limits government.

- A** does not explain how the United States Constitution limits government
- B** does not explain how the United States Constitution limits government
- C** correct, explains how the United States Constitution limits government
- D** does not explain how the United States Constitution limits government

- 12 5P3.1.02:** Analyze current public issue related to Constitution

Identify core democratic values addressed in a given scenario.

- A** identifies alternate core democratic values
- B** identifies alternate core democratic values
- C** correct, identifies core democratic values addressed in scenario
- D** identifies alternate core democratic values

- 13 4C3.0.02:** Give examples of federal and state powers

Identify a federal government power.

- A** identifies a state government power
- B** identifies a state government power
- C** correct, identifies a federal government power
- D** identifies a local government power

- 14 4C3.0.04:** Describe the three branches of US federal government

Identify a position in the legislative branch of government.

- A** does not identify a position in the legislative branch of government
- B** does not identify a position in the legislative branch of government
- C** does not identify a position in the legislative branch of government
- D** correct, identifies a position in the legislative branch of government

- 15 4C3.0.07:** Explain fed. tax use to serve purposes of government

Identify a public good funded by local taxes.

- A** does not identify a public good funded by local taxes
- B** correct, identifies a public good funded by local taxes
- C** does not identify a public good funded by local taxes
- D** does not identify a public good funded by local taxes

- 16 5U1.2.02:** Use case studies: compare goals of European explorers

Given information, identify a common goal of European explorers.

- A** does not identify goal based on information given
- B** does not identify goal based on information given
- C** correct, identifies goal of European explorers based on information given
- D** does not identify goal based on information given

- 17 4C5.0.01:** Explain responsibilities of citizenship

Identify a responsibility of citizenship.

- A** not a responsibility of citizenship
- B** not a responsibility of citizenship
- C** not a responsibility of citizenship
- D** correct, identifies a responsibility of citizenship

- 18 3E1.0.04:** Describe how entrepreneurs produce goods/services

Given information, identify the human resources of a particular business.

- A** does not identify human resources
- B** does not identify human resources
- C** correct, identifies human resources of a particular business
- D** does not identify human resources

- 19 3E1.0.03:** Analyze how Mi. location affects econ. development

Explain how natural resources give Michigan producers an economic advantage.

- A** does not explain the advantage of Michigan natural resources
- B** does not explain the advantage of Michigan natural resources
- C** does not explain the advantage of Michigan natural resources
- D** correct, explains the advantage of Michigan natural resources

- 20 4E1.0.04:** Explain how price affects decisions about purchasing

Explain the relationship between the price of a product and consumption.

- A** does not relate to the price
- B** does not relate to the price
- C** correct, explains the relationship between the price of a product and consumption
- D** does not relate to the price

- 21 4E1.0.05:** Explain how specialization increases productivity

Identify the assembly line as an innovation in productivity.

- A** correct, identifies the assembly line as an innovation in productivity
- B** identifies an alternate component of production
- C** identifies an alternate component of production
- D** identifies an alternate component of production

- 22 4E1.0.08:** Explain why public goods are not privately owned

Identify a service provided by local government.

- A** does not identify a service provided by local government
- B** correct, identifies a service provided by local government
- C** does not identify a service provided by local government
- D** does not identify a service provided by local government

- 23 3E2.0.01:** How specialization affects interdependence in Mi.

Given information, identify the relationship between specialization and interdependence.

- A** does not show relationship
- B** does not show relationship
- C** correct, identifies the relationship between specialization and interdependence
- D** does not show relationship

- 24 4E3.0.01:** Describe how global competition affects US economy

Describe a benefit of international trade.

- A** not a benefit of international trade
- B** correct, identifies a benefit of international trade
- C** not a benefit of international trade
- D** not a benefit of international trade

- 25 3C3.0.01:** Distinguish roles of state and local government

Identify source of funding for local government.

- A** not a source of local government funding
- B** not a source of local government funding
- C** correct, identifies a major source of local government funding
- D** not a source of local government funding

- 26 5P3.1.03:** How values affect differences: constitutional issues

Explain how core democratic values impact proposed solutions to public policy issues.

- A** does not explain impact of core democratic values
- B** correct, explains the impact of core democratic values on public policy issues
- C** does not explain impact of core democratic values
- D** does not explain impact of core democratic values

- 27 5U2.2.01:** Describe Triangular Trade

Describe the significance of the Triangular Trade.

- A** does not describe the Triangular Trade
- B** does not describe the Triangular Trade
- C** does not describe the Triangular Trade
- D** correct, explains the significance of the Triangular Trade

- 28 3C5.0.01:** Identify rights and responsibilities of citizenship

Identify rights and related responsibilities of citizenship.

- A** not related to specific right
- B** not related to specific right
- C** correct, relates a specific right to a responsibility of citizenship
- D** not related to specific right

- 29 5U1.4.03:** Compare British/French interactions with American Indians

Compare British and French interactions with American Indians.

- A** not an accurate comparison
- B** not an accurate comparison
- C** correct, makes an accurate comparison of British and French interactions with American Indians
- D** not an accurate comparison

- 30 5U2.1.01:** Describe developments in the Southern colonies

Identify a cash crop grown in the Southern Colonies.

- A** not a cash crop
- B** not a cash crop
- C** correct, identifies a cash crop grown in the Southern Colonies
- D** not a cash crop

- 31 5U2.1.02:** Describe developments in the New England colonies

Identify characteristics of life in the New England Colonies.

- A** describes the Middle Colonies
- B** does not describe the New England Colonies
- C** describes the Southern Colonies
- D** correct, describes the New England Colonies

- 32 5U1.1.02:** Compare Amer. Indians in Southwest/Pacific Northwest

Compare American Indians of the Southwest to American Indians of the Pacific Northwest.

- A** does not make an accurate comparison
- B** does not make an accurate comparison
- C** does not make an accurate comparison
- D** correct, makes an accurate comparison of American Indians of the Southwest to American Indians of the Pacific Northwest

- 33 5U2.3.04:** Describe emerging labor force in the colonies

Describe the labor force of the Southern Colonies.

- A** does not describe Southern labor force
- B** does not describe Southern labor force
- C** correct, describes Southern labor force
- D** does not describe Southern labor force

- 34 5U3.1.02:** Describe Stamp Act/Boston Tea Party/Intolerable Acts

Given a timeline, sequence a historical event.

- A** does not fit sequence
- B** does not fit sequence
- C** correct, sequences event in timeline
- D** does not fit sequence

- 35 5U3.1.04:** Describe impact of First/Second Continental Congress

Identify an action of the Second Continental Congress.

- A** not an action of the Second Continental Congress
- B** not an action of the Second Continental Congress
- C** not an action of the Second Continental Congress
- D** correct, identifies an action of the Second Continental Congress

- 36 5U3.2.02:** Describe importance of Valley Forge/Saratoga/Yorktown

Identify the significance of the Battle of Yorktown.

- A** identifies an alternate conflict
- B** identifies an alternate conflict
- C** identifies an alternate conflict
- D** correct, identifies the significance of the Battle of Yorktown

- 37 5U3.3.01:** Compare Articles/Confederation: national/state power

Identify state government powers under the Articles of Confederation.

- A** correct, identifies a state government power
- B** does not identify a state government power
- C** does not identify a state government power
- D** does not identify a state government power

- 38 5U3.3.05:** Why Framers wanted to limit the power of government

Explain why the United States has a limited government.

- A** correct, explains the importance of individual rights
- B** does not explain purpose of a limited government
- C** does not explain purpose of a limited government
- D** does not explain purpose of a limited government

- 39 4G1.0.02:** Use cardinal directions: describe significant US

Given a map, use cardinal directions to identify a specific city.

- A** does not identify specific city
- B** does not identify specific city
- C** correct, uses cardinal directions to locate specific city
- D** does not identify specific city

- 40 4G1.0.05:** Use maps: describe US elevation, climate, population

Associate climate characteristics to a specific region.

- A** correct, identifies climate characteristics of the region
- B** climate characteristics of alternate region
- C** climate characteristics of alternate region
- D** climate characteristics of alternate region

- 41 4G2.0.02:** Compare Michigan region to another US region

Given information, identify two geographic regions described.

- A** does not identify geographic regions described
- B** does not identify geographic regions described
- C** does not identify geographic regions described
- D** correct, identifies geographic regions described

- 42 3G4.0.03:** Describe Michigan movements of goods, people, etc.

Explain the movement and settlement patterns of people in Michigan.

- A** does not explain movement and settlement patterns
- B** does not explain movement and settlement patterns
- C** does not explain movement and settlement patterns
- D** correct, explains movement and settlement patterns in Michigan

- 43 4G4.0.01:** Use case study about migration: push/pull factors

Given information, identify a reason for migration.

- A** correct, identifies a reason for migration
- B** does not identify a reason for migration
- C** does not identify a reason for migration
- D** does not identify a reason for migration

- 44 3G5.0.02:** Describe uses of Michigan natural resources

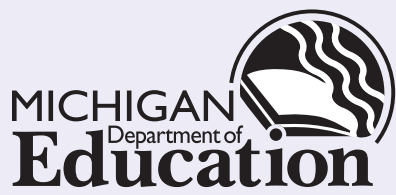
Given a map of Michigan, identify a natural resource in common among the cities indicated on the map.

- A** correct, identifies a common natural resource
- B** does not identify a common natural resource
- C** does not identify a common natural resource
- D** does not identify a common natural resource

- 45 4G5.0.01:** Assess effects of human activity on US environment

Describe the impact of human activity on the environment.

- A** does not describe the impact of human activity
- B** does not describe the impact of human activity
- C** correct, describes the impact of human activity on the environment
- D** does not describe the impact of human activity



Office of Standards and Assessment (OSA)
Phone: 1-877-560-8378
Website: www.michigan.gov/baa
Email: baa@michigan.gov